



Idaho Head Start Data Book

"Investing in Idaho's Future"



**14th Edition
2009**

Idaho Head Start Programs



- 1. North Idaho College Head Start**
411 North 15th Street, Suite 103, Coeur d' Alene, ID 83814
- 2. Mountain States Early Head Start**
411 North 15th Street, Suite 200, Coeur d'Alene, ID 83814
- 3. Coeur d'Alene Tribe Early Childhood Learning Center**
P.O. Box 408, Plummer, ID 83851
- 4. Lewis-Clark Early Childhood Program**
1816 18th Avenue, Lewiston, ID 83501 (also Washington)
- 5. Nez Perce Tribe Early Childhood Development Program**
P.O. Box 365, Lapwai, ID 83540
- 6. Western Idaho Community Action Partnership Head Start**
315 South Main Street, Payette, ID 83661
- 7. Community Council of Idaho (Migrant and Seasonal H. S.)**
317 Happy Day Boulevard, Suite 180, Caldwell, ID 83607
- 8. Friends of Children and Families, Inc.**
4709 West Camas Street, Boise, ID 83705
- 9. South Central Head Start**
998 North Washington Street, Twin Falls, ID 83303
- 10. Pocatello/Chubbuck School District 25 Head Start**
330 Oakwood Drive, Pocatello, ID 83204
- 11. Shoshone-Bannock Tribes Head Start**
P.O. Box 306, Fort Hall, ID 83203
- 12. Eastern Idaho Community Action Partnership Head Start**
357 Constitution Way, Idaho Falls, ID 83402
- 13. Bear River Head Start**
95 West 100 South, Suite 200, Logan, UT 84321 (also Idaho)

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Introduction

Through this Data Book, Idaho's 13 Head Start and Early Head Start (HS/EHS) Programs are pleased to share their information, success stories and data with you, concerning Head Start children, families and Programs from communities all across our state. We offer it as a quick reference for policy makers, child advocates, and the community at large. It describes the services, Program locations, statistical descriptions and family and child outcomes achieved through local Head Start Programs serving children from birth to five years. In addition to reading about Head Start, we invite you to visit a Program in your area to learn more about what we do. Contact information is included in this booklet.

Background

Head Start began in 1965 as part of President Johnson's War on Poverty and is the most successful, longest-running, national, school readiness program in the United States. It provides comprehensive education, health, nutrition and parent involvement services to low-income 3 to 5 year old children and their families. Over the years the program has been enthusiastically received by educators, child development specialists, community leaders and parents across the nation and has had continued support from both houses of Congress. As one of the most researched and evaluated

early childhood programs in America,¹ HS/EHS is backed by strong evidence suggesting that early intervention through high quality programs can enhance a child's physical, social, emotional and cognitive development.

In 1994 a portion of Head Start funds was set aside to begin to provide services to pregnant women, infants and toddlers up to age three. The importance of a healthy pregnancy, parents who are prepared to assume their new role, secure parent-child attachment and ongoing child development, health and social service support, were all recognized as critical for our youngest children and their families. While EHS reaches only a very small percentage of those children eligible for its services, it has been found to have a high impact on those it does touch, because it begins early and involves parents and children over several years. Many Head Start Programs, in fact, are increasingly eager to expand to provide EHS services, but for the last several years no additional federal funding has been available to begin new EHS Programs.

Funding

Federal funding for Idaho's HS/EHS Programs comes directly from the U.S. Department of Health and Human Services, Office of Head Start, to local grantees. They may be community agencies, non-profits, colleges, school districts or Migrant & Seasonal or Tribal Programs. This federal-to-local model allows more funding to go directly to Program services.² Each Program must match federal funds received with 20% from local in-kind goods, services, volunteer time or non-federal funds. In 1999, the Idaho State Legislature designated funds from the Welfare Reform Act's Temporary Assistance for Needy Families federal block grant (TANF) to provide services to nearly 200 additional children and families throughout the state.

Eligibility

As a rule, families must have an income at or below the federal poverty level to qualify for HS/EHS services. At least 10% of the Program's enrollment must be made up of children with disabilities. In addition, up to 10% of the slots may be over-income and are often used for children with disabilities. Those with the highest needs are enrolled first and other eligible children are placed on a wait list for future openings. Idaho's Programs have nearly as many children on their wait lists as are being served.

Families of all types enroll their children in HS/EHS Programs: single mothers and fathers, two parent families, blended families, teen parents, grandparents raising grandchildren and foster parents. Fathers and mothers, or other primary caregivers, are encouraged to participate in home visits and all other available Program activities. In addition to parents, extended families often volunteer or attend HS/EHS activities.



Unmet Needs in Idaho

Many states provide state funding to pay for services designed to match federal HS/EHS Program services so that additional children and families can benefit from quality early childhood education experiences and family support. In Idaho, even with the federal Head Start funds and supplemental TANF classroom funding, less than 5% of the eligible pregnant women, infants and toddlers and only about 20% of the eligible 3-5 year olds are enrolled. As many as 20,000 of Idaho's children may be missing out on a HEAD START toward school success.

HS/EHS Philosophy and Approach

HS/EHS are relationship based, child development Programs that develop trusting and meaningful partnerships with the families enrolled. Positive attitudes of HS/EHS staff, a focus on the child, staying close to the family and persistence are the key to the relationship.³ The Program has been a pioneer in the movement to address the needs of the whole child including the development of cognitive, social/emotional, motor, language, and perceptual skills, as well as health, which includes nutrition, mental, dental and physical health, a healthy home environment and parent involvement.⁴ Because the child is part of a family and gains long term benefits from a strong family unit, addressing the family's educational, vocational and material needs, by building on the strengths found within the family, helps ensure the success of the child as well. HS/EHS believes that parents are the primary educators of their children, and that successful child development programs must involve and empower parents in order to have a lasting impact on the lives of children. This philosophy is reflected in Head Start's governance structure which includes a Policy Council, with decision making authority, made up of a minimum of 51% parents.

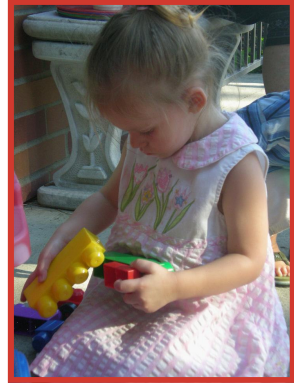
Forming community partnerships and building community capacity is also important to HS/EHS. This allows services to be delivered effectively, making the best use of scarce resources.

How Services Are Provided

Programs use information from many sources when deciding which service model options to offer, the location of centers and other activities that will support and interest families. The Policy Council and the Board work with staff to design services

that meet the local community needs and allocate funds in the most effective manner. Regulations require one of the following options for delivery of HS/EHS services.

- Center Based Services typically have children coming to class three to four half-days per week. In some cases it may include full day sessions, 5 days per week. Families also receive home visits and teacher conferences several times per year so parents can share observations, learn how to implement the classroom activities at home and discuss family concerns. During class, a family-style breakfast and lunch is provided which has been planned and prepared according to USDA Child and Adult Care Food Program Meal Guidelines.
- Combination Model Services include opportunities for children to interact with other children in a classroom setting, usually twice each week for a half day. As with the Center Based model, meals and snacks are provided to children during class time to provide important nutrition, offer new food experiences and build self help and social skills. Families enrolled in the Combination Model option receive two home visits per month.
- Home Based Services, while often available for Head Start age children, work especially well for children 0-3 enrolled in Early Head Start. Visits are done weekly in the family's home, the most natural and comfortable environment for a very young child. Besides these home visits, socializations are offered in this model. This is a time when a group of parents and children can come together in a classroom setting to play,



observe and learn more about child development. Parents and children attend socializations together, which allows children to become familiar with a new environment, new playmates and adults while the parent is close by. Interaction between parents also builds important social networks among adults.

All enrolled families are invited to parent meetings, classes and groups at the center, and are given information about community activities and resources that may be of interest. Transportation may or may not be available to bring children to HS/EHS centers depending on the Program and available funds.



EHS Prenatal Services

Being pregnant and preparing for the birth of a new baby is a very exciting time but there are also many questions and concerns for new parents. Information and support from a caring EHS home visitor can make a difference. Expectant mothers can enroll in EHS at any time during their pregnancy and after the baby is born the child and family will continue in the Program. A home visit with the EHS Health Specialist is provided within two weeks of the baby's birth, to make sure things are going well for the new mother and baby and answer any questions she might have.

Topics for discussion during prenatal home visits include fetal development, childbirth, newborn care, breastfeeding, adjusting to parenthood, nutrition during pregnancy and during breastfeeding, postpartum depression, and healthy lifestyle choices.

Child Development/Education

Play is a child's work and toys, places and things to explore and people to play with are the tools of the trade. Class sessions include music and movement activities, books and literacy, science and math exploration, make-believe play, art, outdoor experiences, and interactions with other children. Activities are planned for both their developmental merits and cultural significance to the children and families. Classrooms and outdoor play areas are designed to be safe and provide a learning environment with varied experiences to stimulate intellectual, physical and social growth. Parents are encouraged to visit and/or volunteer in the classroom and are always made to feel welcome.



HS/EHS has a long-standing commitment to serving children with special needs. Early intervention services are provided in the classroom or the home, as part of the daily routine. Staff believe in inclusion in all HS/EHS activities and work closely with the Idaho Infant Toddler Program and local school districts in implementing individualized developmental plans for children with special needs.



EHS staff helps families plan for the transition at age three to Head Start or other early childhood program just as Head Start assists families and children in making a smooth transition into the public school system.

Health and Nutrition

HS/EHS emphasize the importance of prevention and early identification of health problems. Each child receives vision, hearing and lead screening, as well as hemoglobin, physical and dental exams while in the Program, usually from their medical or dental provider. HS/EHS staff help families understand the importance of a medical home (a consistent place where resources for medical care, patient history, medical records and insurance information are readily available), regular well child exams, immunizations and knowing how to prepare for a visit to the doctor or dentist. In class and at home, children and families are encouraged to follow good personal habits such as hand washing, tooth brushing and the inclusion of healthy physical activity.

HS/EHS's nutritional program is based on research showing that a well nourished child is better able to learn and stay healthy. According to the National PTA, "Adequate nutrition improves school attendance, learning, behavior and productivity. Hungry children cannot learn."

Staff assist families in maintaining mental wellness through recognition of possible concerns in both adults and children, as well as learning how to find and use mental health services. They also suggest ways to reduce stress or change practices that may contribute to problems. EHS Programs help mothers understand, identify and seek treatment for post-partum depression and other mental health issues that can interfere with secure parent-child attachment. Secure attachment lays the foundation for healthy social/emotional development which is a predictor of later success in school.

To support positive development in the social, emotional and behavioral areas for children, HS/EHS teachers strive to provide

a consistent atmosphere of caring, acceptance and understanding. If concerns exist, staff work closely with families to help them improve their situations. Mental health professionals are available to advise staff and parents.

Family Development, Support and Self-Sufficiency

HS/EHS Programs emphasize work with parents of enrolled children to strengthen the entire family. At home visits, staff spend time discussing individual and family strengths and needs and then help parents set goals and develop a plan to meet those goals. The goal might be to obtain additional education, find a home, get a job or learn to communicate better with a spouse and children. HS/EHS staff provide information or referrals and work with families to identify skills and resources that enhance family functioning. Staff provide a supportive role as the family secures follow-up services, solves problems and gains self-sufficiency. This is all aimed at building family capacity.

The Program may offer parent support groups or educational classes on topics such as parenting, CPR/First Aid, cooking, literacy, money management, smoking cessation and other topics of interest to parents.



Parent Involvement

Although parent involvement isn't required, parents are encouraged to share their special talents, skills and cultural back-

grounds. Parents participate as classroom volunteers, Policy Council decision makers, and as advisors on curriculum and program planning. Parents also make decisions about their own children and implement activities at home to support classroom learning. Volunteerism is an essential part of HS/EHS with Programs relying on parents, students, retired persons, professionals and other community volunteers, to enhance the Program operations and quality. Parents also tend to stay involved in their children's later education.



Assuring Quality

All HS/EHS Programs are required to follow laws, regulations and standards to ensure quality services and sound management practices. The HS/EHS Performance Standards are organized into three broad areas: Early Childhood Development and Health Services, Family and Community Partnerships and Program Design and Management. These requirements guide program services and help Programs develop systems to support their implementation. Programs are also subject to fiscal standards that relate to government entities or non-profit organizations, human resource laws, and other applicable state, federal or tribal laws or regulations.

Once every three years, a team of trained reviewers visit each Program to do an in-depth Federal Program Review. The purpose of this process is to ensure that Programs provide high quality, comprehensive services to the children and families they serve, have good management systems in place and are using funds correctly. Areas of non-compliance must be corrected within 120 days with the correction verified by federal staff.

HS/EHS Programs are committed to continually improving services for children and families and responding to changing community needs. Each year Programs do a Self Assessment to see how they are doing and a Community Assessment to determine strengths and needs of the community. In addition, throughout the year, Programs use evaluation tools, surveys and tracking methods to provide feedback to staff about how services are provided and suggestions for improvement. HS/EHS grantee agencies also undergo an annual financial audit.

Staff Development

HS/EHS provides a staff development program which includes in-service training, assistance with college classes, and reflective consultation about their work. Staff have individualized professional development plans to track and enhance their progress.

The Idaho Head Start Association

The Idaho Head Start Association (IHSA) is a group which includes Head Start and Early Head Start programs in Idaho. The Executive Director and Program representatives work to help legislators, agency staff and the general public understand more about the work that HS/EHS Programs do for children ages 0 to 5 and their families in Idaho. The Executive Director also serves on various state committees as a voice for HS/EHS Programs in the state and partners with other early childhood initiatives and groups. The Association conducts an annual meeting to provide a place for the Programs' parents, staff, Directors and friends of HS/EHS to share ideas and learn new skills. The Association annually recognizes the fine work of these parents, staff and community partners for outstanding achievements and contributions to the HS/EHS community.

Success Stories

A few years back, a family lived in one of our very rural communities, isolated, in close quarters in a small trailer and very likely to go unnoticed. Head Start staff started doing home visits and became suspicious that there were some serious issues going on in the home when the family would skip out on the visits in a random fashion. Sometimes they would answer the door, but mostly not, even though they could be seen peeking out of the windows. Instead of getting discouraged, staff kept coming back, and were finally getting let in regularly, maybe because of their persistence, or maybe the family began enjoying the support and encouragement staff was offering. After a few weeks, the partents opened up and told staff that they both had illegal drug habits that were causing problems in their life and with their children. Staff were able to enroll them into two separate rehabilitation programs and secured temporary care through the court system for their children to live with a relative. They both completed their programs and re-joined their children, able to become great parents, supportive and caring. The children were learning and growing in a healthy manner in Head Start and so were the parents. Mom actually became a parent representative traveling to Washington D.C for conferences and research site visits. Staff ran into Mom more recently and found that they were doing very well. Their children were excelling in school. Both parents had good jobs, parenting and employment skills, and were still an amazing success story.

In 1978, the oldest son of a minimum wage clerk entered Head Start. Mom volunteered to help at their pumpkin carving contest and got hooked. The following year, she got her first job with Head Start. The Education Coordinator helped her get her CDA in 2 years and she was able to advance from an aide position to a teacher position. That gave her the confidence to enroll at the University of Idaho. While earning a B.S. in Child Development & Family Relations & a B.S. in Elementary Education,

Success Stories (con't)

as well as completing her coursework for an MS, she continued in part-time employment with the Tribal School and Head Start. She moved from teacher, to curriculum developer, to Education Coordinator, and on to Temporary Director (for the summer). In 1992, after working for a few years in student services at the University, she became Director of Education for the Tribe and Head Start was transferred into her department. This position gave her the opportunity to pursue her dream of Head Start quality services for all children, by getting the Early Childhood Learning Center (ECLC) project off the ground. When ECLC was completed, she retired, but in January of 2006 was called back to help the Program through a crisis. She then became the official ECLC Director in June of 2006 and holds that position to this day.

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A 3 year old was referred for intervention services prior to being identified as a special education student. His Mom is legally blind and must use Braille to read and his brother was receiving special education services. The 3 year old was not performing in the classroom. He did not speak or otherwise communicate, socialize, participate, or interact. When he was asked a question, he would just look at the teacher. In November, 2008, through Head Start, he began receiving services in the Learning Lab for 45 minutes a week with an Early Childhood Special Education teacher, two trained teaching assistants and a foster grandma. By October, 2009 he is in a 4 year old classroom at Head Start and is interacting, socializing, actively participating in all classroom activities, knows his colors, draws pictures, problem solves, listens to stories, asks questions, answers questions, counts, initiates conversations, and has built a relationship with his mother. Due her blindness she was limited in her ability to relate to him. With the assistance of a teacher of the visually impaired, staff were able to Braille books for his mother to read to him at home and various other newsletters sent home by Head Start. She has even read from Braille books provided by Head Start to her son's entire class. The boy has made steady progress

Success Stories (con't)

without being identified as a special education student, built a relationship with his mother and is developing at a normal pace.

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A single Dad entered his son into the program last year. He was going through rehab and looking for a job at the time of our first home visit. We talked about his goals for the year and he said that he needed to find a job and that he would like to go back to school. By the time the second home visit came around, he had found a job and was attending school full-time. At the second home visit, we talked about the importance of not smoking in the home around his child. He was given literature and some coupons for some lozenges and patches to help him stop smoking. But they lived with Grandma, who he felt he could not ask not to smoke in her own home, so before the third home visit, this Dad had found his own place saying, "...now my son is in a smoke free environment!!"

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This family has had children enrolled in Early Head Start since May, 2006. The family has overcome substance abuse, health problems, mental health issues, unemployment, and homelessness. They now live in a nice home in a newer development with a fenced yard. Dad obtained his GED earlier this year, and he is scheduled to attend North Idaho College in January where he will be enrolled in the welding course. He currently has full-time employment. Mom completed one semester at the community college and will continue her education when all of the children are in school. The family participates in regular home visits, play groups, parenting classes, and center events. Both are actively involved in the rearing and education of their three children, as well as in the local Circles Initiative, a program designed to help families get out of poverty.

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A parent has had one book of poetry, "*Unfurled Emotions*" published and another is about to be published.

General Facts and Data

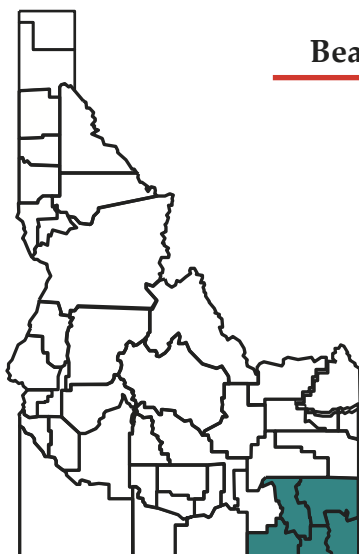
- Children are 56% less likely to need special education if they are provided early education.⁵
- Society receives nearly \$9 in benefits for every \$1 invested in HS/EHS children.⁶
- Studies have found the HS/EHS children experience increased achievement test scores, as well as favorable long-term effects on the need for grade repetition and graduation rates.⁷
- When interacting with their 2 year olds, EHS mothers were found to be more supportive, more sensitive, less detached and more likely to stimulate cognitive and language development during play than the control parents, based on the observations of researchers in semi-structured parent-child interactions. EHS Parents were also more likely to read to their children daily and at bedtime.⁸
- Early education benefits children, but also translates into benefits for the community and economy through increased earnings, greater school system efficiencies, reductions in crime and lower reliance on public welfare.⁹

During the 2008-2009 Program Year in Idaho [2007-2008 #s]:

- 1,253 [1,365] people were employed by our 13 HS/EHS Programs, 461 [431] (37%) [32%] were former or current HS/EHS parents.¹⁰
- 4,644 [4,757] children were enrolled in federally funded HS/EHS.¹¹
- 646 [565] children with special needs were served.¹¹
- 193 [195] HS/EHS families were served with Temporary Assistance for Needy Families (TANF) funds.¹¹
- 201 [158] HS/EHS families received Temporary Assistance for Idaho Families (TAFI) cash assistance.¹¹
- Xxx [756] HS/EHS families participated in Adult Education, such as GED programs, college selection, etc.¹¹

General Facts and Data [2007-2008 #s] (con't)

- X,xxx [1,041] HS/EHS families utilized mental health services.¹¹
- X,xxx [4,090] children received age-appropriate preventative and primary health care, including all recommended tests and \ physical examinations.¹¹
- X,xxx [3,401] children received professional dental examinations.¹¹
- Xx [41] pregnant women received professional dental examinations partly to reduce the risk of premature births.¹¹
- X,xxx [3,827] children (at enrollment) were determined by a health care professional to be up-to-date on all immunizations appropriate to their age. The number rose to x,xxx [3,999] by the end of the enrollment year.¹¹
- Mental health professionals consulted with HS/EHS Staff concerning the behavior and/or mental health of xxx [603] enrolled children. These professionals consulted with the HS/EHS parents of xxx [193] HS/EHS children concerning these same issues.¹¹
- Mental health professionals spent an average of xx.xx [21.44] hours per month on site.¹¹
- Xxx [240] children had individual mental health assessments, with xx [89] being referred for mental health services.¹¹
- 9,076 [9,283] individuals volunteered services to HS/EHS Programs. 5,532 [5,686] of them were either former or current HS/EHS parents.¹¹
- X,xxx [3,346] families participated in parenting education services.¹¹
- X,xxx [3,391] families participated in health education services, including prenatal education.¹¹
- X,xxx [3,702] families participated in a family goal setting process resulting in family partnership agreements.¹¹



Bear River Head Start

Central Office: 95 West 100 South, Ste 200, Logan, Utah 84321 / 435 755-6719 / eshaw@sbtribes.com

Centers: Malad(), Paris(), Preston(), & Soda Springs()

Home-Based Programs: Caribou, Franklin & So. Bannock (2)

Counties: Bear Lake, Caribou, Franklin, Oneida & South Bannock

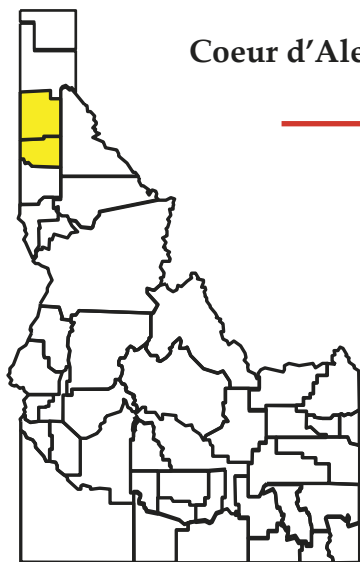
Program Statistics 2008-2009

Total

Staff:	35
Staff who are current or past Head Start parents:	10
Children with special needs:	29
Families receiving TAFI:	5
Families receiving social services:	128
Children medically screened:	128
Children w/ up-to-date immunizations:	128
Children receiving mental health services:	44
Parent volunteers:	141
Community volunteers:	17
In-kind contributions:	\$365,651

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Bannock	31	10	1	21	10	0
Bear Lake	42	19	4	23	19	0
Caribou	37	29	5	8	21	8
Franklin	168	51	15	117	51	0
Oneida	62	19	3	43	10	9
Totals	340	128	28	212	111	17



Coeur d'Alene Tribal Early Childhood Learning Center

Central Office: 350 Anne Antelope,
Plummer, ID 83851 / 208 686-6507 /
adundas@cdatribe-nsn.gov

Centers: Plummer

Home-Based Programs: Plummer
(Prenatal only)

Counties: Coeur d'Alene Reserva-
tion (Benewah & Kootenai)

Program Statistics 2008-2009

	<u>Total</u>
Staff:	38
Staff who are current or past Head Start parents:	24
Children with special needs:	10
Families receiving TAFI:	11
Families receiving social services:	0
Children medically screened:	101
Children w/ up-to-date immunizations:	51
Children receiving mental health services:	40
Head Start Parent volunteers:	46
Community Volunteers:	125
In-kind contributions:	\$330,064

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009*

County	Low- income Eligible	Actual Enroll- ment	Wait- ing List	Low- income Unservd	Federally Funded Slots	TANF Funded Slots
Coeur 'd Alene Reservation	264	113	81	151	96	5
Totals	262	113	81	151	96	5

*Includes 54 Early Head Start (EHS) Slots & EHS Actual Enrollment of 75

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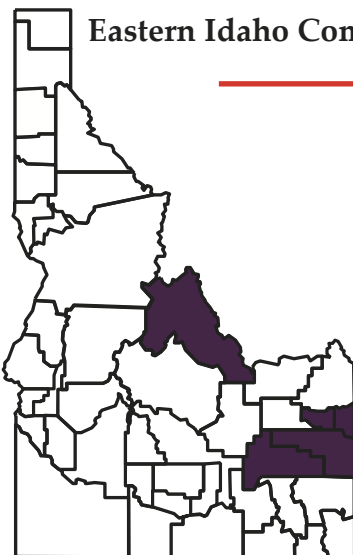
Centers: Aberdeen(1), Burley(1), Caldwell(2),
Hammett(1), Idaho Falls(2), Mt Home(1), Nampa(1),
Roberts(1), Twin Falls(1),& Weiser(1)

Counties: Bannock, Bingham, Bonneville, Canyon, Cassia, Custer, Elmore, Fremont, Gem, Gooding, Jefferson, Jerome, Minidoka, Owyhee, Payette, Power, Twin Falls & Washington

Total

Staff:	419
Staff who are current or past Head Start parents:	134
Children with special needs:	74
Families receiving TAFI:	0
Families receiving social services:	327
Children medically screened:	702
Children w/ up-to-date immunizations:	781
Children receiving mental health services:	20
Head Start Parent volunteers:	365
Community volunteers:	180
In-kind contributions:	\$497,282

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Bonneville, Bingham, Jefferson, Fremont, Custer	285	222	63	63	252	0
Bonner	12	12	0	0	18	0
Canyon, Gem	227	179	48	48	163	15
Cassia, Minidoka	114	76	38	38	53	0
Elmore	132	100	32	32	98	0
Power, Bannock	85	68	17	17	65	0
Twin Falls, Jerome	188	102	86	86	95	0
Washington, Payette	77	42	35	35	53	0
Totals	1,120	801	319	319	797	15



Eastern Idaho Community Action Partnership

Central Office: 357 Constitution Way,
Idaho Falls, ID 83402 / 208 522-5391 /
mfedder@eicap.org

Centers: Blackfoot(1), Driggs(1), Idaho
Falls(2), Rexburg(1) & Salmon(1)

Home-Based Programs: N/A

Counties: Bingham, Bonneville, Lemhi,
Madison & Teton

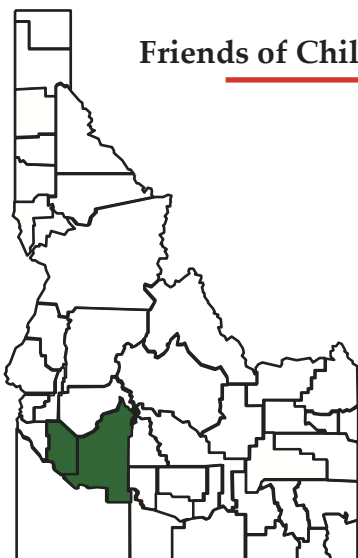
Program Statistics 2008-2009

Total

Staff:	60
Staff who are current or past Head Start parents:	18
Children with special needs:	78
Families receiving TAFI:	4
Families receiving social services:	32
Children medically screened:	275
Children w/ up-to-date immunizations:	209
Children receiving mental health services:	25
Head Start Parent volunteers:	68
Community volunteers:	88
In-kind contributions:	\$560,281

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Bingham	239	37	100	202	34	0
Bonneville	532	154	221	378	119	17
Lemhi	78	19	33	59	18	0
Madison	241	49	82	192	29	7
Teton	112	23	47	89	17	0
Totals	1,202	282	483	920	217	24



Friends of Children and Families, Inc.

Central Office: 4709 W. Camas
Street, Boise, ID 83705 / 208 344-9187 /
ldilley@focaf.org

Centers : Boise(3), Garden City(1),
Glenns Ferry(1), Kuna(1), Meridian(1)
& Mountain Home(1)

Home-Based Programs: Boise, Eagle,
Garden City, Kuna & Meridian

Counties: Ada & Elmore

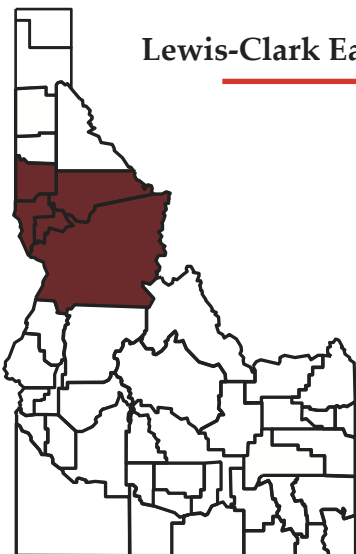
Program Statistics 2008-2009

	<u>Total</u>
Staff:	127
Staff who are current or past Head Start parents:	40
Children with special needs:	57
Families receiving TAFI:	48
Families receiving social services:	508
Children medically screened:	495
Children w/ up-to-date immunizations:	500
Children receiving mental health services:	41
Head Start Parent volunteers:	501
Community volunteers:	47
In-kind contributions:	\$1,139,669

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009*

County	Low-income Eligible	Actual Enroll- ment	Waiting List	Low- income Unserved	Federally Funded Slots	TANF Funded Slots
Ada	2,476	438	258	2,038	380	13
Elmore	597	79	53	518	58	13
Totals	3,073	517	311	2,556	438	26

*Includes 44 Early Head Start (EHS) Slots & EHS Actual Enrollment of 55 .



Lewis-Clark Early Childhood Program

Central Offices: 1816 18th Ave, Lewiston,
ID 83501 / 208 742-6573 / DOR-
LAN@lcecp.org

Centers: Craigmont(1), Grangeville(1),
Kamiah(1), Lewiston(2), Moscow(1), Orofino
(1), Riggins(1) & Weippe(1); Clarkston(4)
(Washington)

Home-Based Programs: N/A

Counties: Clearwater, Idaho, Latah, Lewis &
Nez Perce; Asotin (Washington)

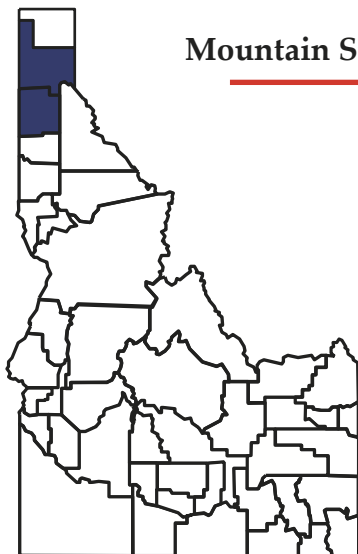
Program Statistics 2008-2009

	<u>Total</u>
Staff:	106
Staff who are current or Head Start past parents:	32
Children with special needs:	81
Families receiving TAFI:	36
Families receiving social services:	342
Children medically screened:	330
Children w/ up-to-date immunizations:	361
Children receiving mental health services:	19
Head Start Parent volunteers:	878
Community volunteers:	696
In-kind contributions:	\$849,782

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009*

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Clearwater	96	52	3	44	42	1
Idaho	222	42	9	186	36	3
Latah	372	68	8	304	54	2
Lewis	55	41	10	14	29	2
Nez Perce	535	151	57	384	121	0
Asotin (WA)	344	118	22	226	92	0
Totals	1,630	472	109	1,158	374	8

*Includes 50 Early Head Start (EHS) Slots & EHS Actual Enrollment of 79 .



Mountain States Early Head Start

Central Office: 411 N. 15th, Ste 200, Coeur d'Alene, ID 83814 / 208 765-6955 /
cgee@msehs.org

Centers: Coeur d'Alene(1) & Sandpoint(1)

Home-Based Programs: Coeur d'Alene(1) & Sandpoint(1)

Counties: Bonner & Kootenai

Program Statistics 2008-2009

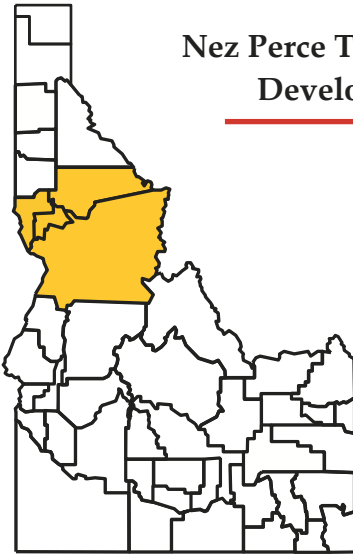
Total

Staff:	31
Staff who are current or past Head Start parents:	3
Children with special needs:	38
Families receiving TAFI:	1
Families receiving social services:	143
Children medically screened:	170
Children w/ up-to-date immunizations:	125
Children receiving mental health services:	20
Head Start Parent volunteers	194
Community volunteers:	31
In-kind contributions:	\$372,682

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009*

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Bonner	4,970	117	42	4,853	65	6
Kootenai	1,238	87	36	1,151	48	0
Shoshone, Benewah, Boundary	1,536	0	0	1,536	0	0
Totals	7,744	204	78	7,540	113	6

*Includes 119 Early Head Start (EHS) Slots & EHS Actual Enrollment of 204 .



Nez Perce Tribe Early Childhood Development Program

Central Office: 117 Lolo St., Lapwai, ID
83540 / 208 843-7330 /
jackiem@nezperce.org

Centers: Kamiah(1) & Lapwai(1)

Home-Based Programs: Kamiah & Lapwai

Counties: Clearwater, Idaho, Lewis & Nez Perce

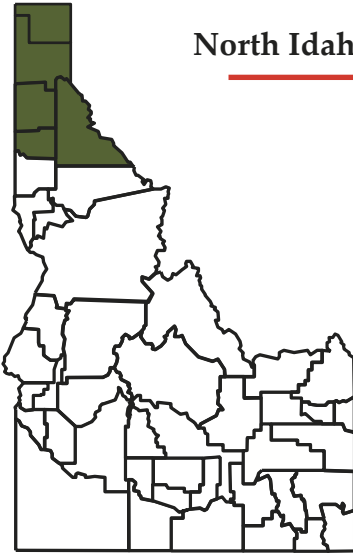
Program Statistics 2008-2009

	<u>Total</u>
Staff:	54
Staff who are current or past Head Start parents:	45
Children with special needs:	13
Families receiving TAFI:	34
Families receiving social services:	116
Children medically screened:	76
Children w/ up-to-date immunizations:	89
Children receiving mental health services:	3
Head Start Parent volunteers:	30
Community volunteers:	45
In-kind contributions:	\$434,085

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009*

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Nez Perce Reservation	469	226	38	243	178	17
Totals	469	226	38	243	178	17

*Includes 75 Early Head Start (EHS) Slots & EHS Actual Enrollment of 100.



North Idaho College Head Start

Central Office: 411 North 15th St, Ste 103, Coeur d'Alene, ID / 208 666-6755 / Director@nicheadstart.org

Centers: Bonners Ferry(1), Coeur d'Alene(1), Kellogg(1), Post Falls(1), Rathdrum(1), Sandpoint(1) & St. Maries(1)

Home-Based Programs: N/A

Counties: Benewah, Bonner, Boundary, Kootenai & Shoshone

Program Statistics 2008-2009

	Total
Staff:	60
Staff who are current or past Head Start parents:	18
Children with special needs:	70
Families receiving TAFI:	5
Families receiving social services:	316
Children medically screened:	331
Children w/ up-to-date immunizations:	304
Children receiving mental health services:	7
Parent volunteers:	459
Community volunteers:	375
In-kind contributions:	\$744,431

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Benewah	54	29	21	25	20	0
Bonner	211	63	50	148	56	0
Boundary	70	45	12	25	39	0
Kootenai	546	195	325	351	145	14
Shoshone	92	30	36	62	20	0
Totals	973	362	444	611	280	14



Pocatello/Chubbuck School District 25

Head Start

Central Office: 330 Oakwood Dr., Pocatello, ID 83204 / 208 233-6606 / youngsh@d25.k12.id.us

Centers: Pocatello(2)

Home-Based Programs: N/A

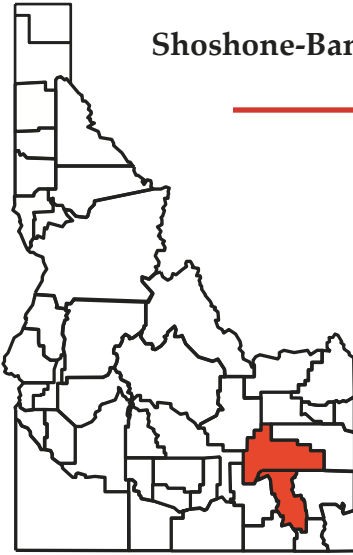
Counties: Bannock

Program Statistics 2008-2009

	<u>Total</u>
Staff:	38
Staff who are current or past Head Start parents:	10
Children with special needs:	37
Families receiving TAFI:	10
Families receiving social services:	187
Children medically screened:	199
Children w/ up-to-date immunizations:	199
Children receiving mental health services:	8
Head Start Parent volunteers:	318
Community volunteers:	327
In-kind contributions:	\$439,498

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF funded Slots
Bannock	638	206	99	432	169	17
Totals	638	206	99	432	169	17



Shoshone-Bannock Tribes Head Start

Central Office: Shoshone-Bannock
Tribes Early Childhood Development
Center, P. O. Box 306, Fort Hall, ID
83203 / 208 239-4500 /
eshaw@sbtribes.com

Centers: Fort Hall Indian Reservation(1)

Home-Based Programs: N/A

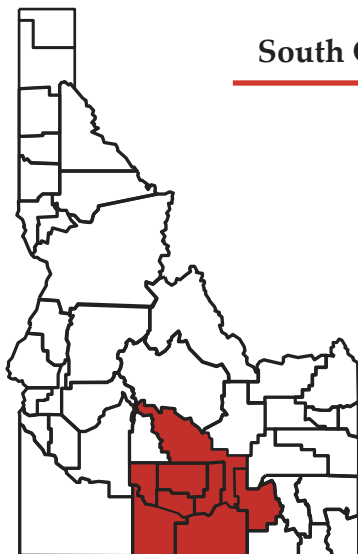
Counties: Bannock & Bingham

Program Statistics 2008-2009

	<u>Total</u>
Staff:	19
Staff who are current or past Head Start parents:	10
Children with special needs:	5
Families receiving TAFI:	0
Families receiving social services:	28
Children medically screened:	70
Children w/ up-to-date immunizations:	65
Children receiving mental health services:	1
Head Start Parent volunteers:	75
Community volunteers:	71
In-kind contributions:	\$129,638

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Bannock	53	30	10	23		
Bingham	126	45	12	81		
Totals	179	75	22	104	65	10



South Central Head Start

Central Office: 998 Washington St N, P.O.
Box 1238, Twin Falls, ID 83303 /
208 736-0741 / mary@sheadstart.org

Centers: American Falls(1), Buhl(1), Burley
(1), Hailey(1), Hagerman(1), Hansen(1),
Jerome(1), Rupert(1), Shoshone(1), Twin Falls
(1) & Wendell(1)

Home-Based Programs: N/A

Counties: Blaine, Cassia, Gooding, Jerome,
Lincoln, Minidoka, Power & Twin Falls

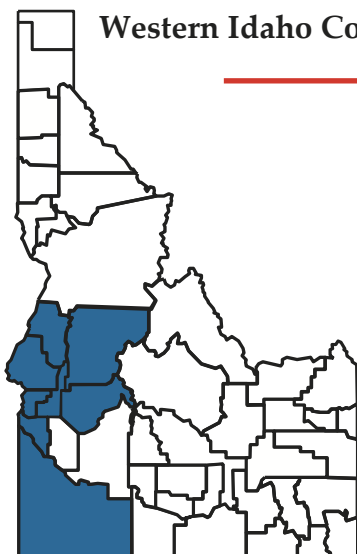
Program Statistics 2008-2009

Total

Staff:	128
Staff who are current or past Head Start parents:	59
Children with special needs:	80
Families receiving TAFI:	7
Families receiving social services:	626
Children medically screened:	598
Children w/ up-to-date immunizations:	625
Children receiving mental health services:	42
Head Start Parent volunteers:	888
Community volunteers:	397
In-kind contributions:	\$1,015,783

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009

County	Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
Blaine	210	33	75	177	33	0
Cassia	542	107	227	435	102	5
Gooding	389	64	216	325	64	0
Jerome	668	81	374	587	76	5
Lincoln	127	17	65	110	17	0
Minidoka	449	65	191	384	60	5
Power	140	33	38	107	33	0
Twin Falls	1,746	176	952	1,570	164	12
Totals	4,271	576	2,138	3,695	549	27



Western Idaho Community Action Partnership

Central Office: 315 Main St., Payette, ID /
208 642-9086 / gauthierm@wicaphs.com

Centers: Caldwell(1), Emmett(1), Marsing
(1), Nampa(2), Payette(1), Weiser(1) &
Wilder(1)

Home-based: Caldwell, Cascade, Council,
Donnelly, Fruitland, Garden Valley,
Horseshoe Bend, Middleton, Nampa, New
Meadows, New Plymouth,

Counties: Adams, Boise, Canyon, Gem,
Owyhee, Payette, Valley & Washington

Program Statistics 2008-2009

	<u>Total</u>
Staff:	138
Staff who are current or Head Start past parents:	58
Children with special needs:	74
Families receiving TAFI:	40
Families receiving social services:	682
Children medically screened:	646
Children w/ up-to-date immunizations:	632
Children receiving mental health services:	122
Head Start Parent volunteers:.....	1,569
Community volunteers:	1,145
In-kind contributions:	\$1,147,074

Eligibility, Service and Unmet Service Needs, Program Year 2008-2009*

County	Low-income Eligible	Actual Enrollment	Waiting List	Low- income Unserved	Federally Funded Slots	TANF Funded Slots
Adams	32	12	0	20	10	0
Boise	57	7	0	50	10	0
Canyon	2,472	331	341	2,141	300	8
Gem	175	60	15	115	54	0
Owyhee	210	39	11	171	36	0
Payette	446	183	63	263	111	3
Valley	51	11	0	40	10	0
Washington	133	39	19	94	36	0
Totals	3,576	682	449	2,894	567	11

*Includes 58 Early Head Start (EHS) Slots & EHS Actual Enrollment of 101.

IDAHO HEAD START

2008-2009 PROGRAM YEAR

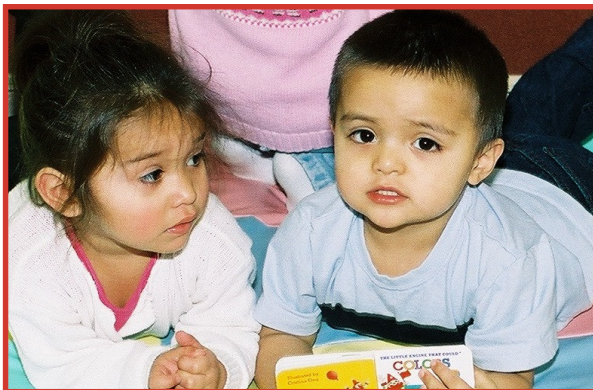
STATEWIDE TOTALS

**IDAHO Eligibility, Service and Unmet Service Needs,
Program Year 2008-2009***

Low-income Eligible	Actual Enrollment	Waiting List	Low-income Unserved	Federally Funded Slots	TANF Funded Slots
25,479	4,644	4,599	20,835	3,954	193

*Includes 410 Early Head Start (EHS) Slots & EHS Actual Enrollment of 624.

Note: Obtaining data on low-income children is challenging at best. The figures in this book represent our best efforts at tracking accurately a highly mobile population, spread across 13 Programs in Idaho, with differing statistical, fiscal and school calendar years.



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10. Idaho Head Start 2007–2008 Program Data.
11. Individual program and congregate statistics were developed from the Program Information Report (PIR) Cross Region State Level Summary data for the 2007 - 2008 program year, as well as information from Idaho's 13 Programs.

Acknowledgements

The Idaho Head Start Association (IHSA) would like to thank all Idaho Head Start/Early Head Start (HS/EHS) Programs for their assistance with the individual program data, success stories, photographs and narrative that fill these pages.

Copies of the Data Book are available from:
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2417 Bank Drive, Suite B-1, Boise ID 83705
(208) 345-1182 — phone
(208) 345-1163 — fax
sburton@idahoheadstartassoc.net

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